

"The Speech Acts of Criticism and Complaint in Miller's "Death of a Salesman"

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Introduction-1

This study is concerned with tackling the speech acts of criticism and complaint in English. Criticism and complaint are two of various speech acts used in daily communication. They are expressive speech acts used to convey the speaker's negative feelings towards a prior state of affairs done by the hearer. Thus, as speech acts, both criticism and complaint are described as being insulting, debasing, and humiliating.

This paper deals with the speech acts of criticism and complaint trying to show the similarities and differences between the two speech acts in question. To enrich this study, the researcher will analyze these two speech acts in selected texts of Arthur Miller's **Death of a Salesman**.

The Concept of Speech Acts .2

The concept of speech act, as introduced by the British philosopher J.L. Austin (1962), is one of the basic ingredients of pragmatics.

In his lectures published under the title "How to Do Things with Words" (1962), Austin develops the first systematic theory of utterances as human action. He derives his theory from the basic notion that language is used to perform actions. According to Austin, when one uses language, he/she does things such as making promises, laying bets, etc. The theory of speech acts describes how this is done (Austin, 1962: 8).

Thus, Austin (ibid.) defines a speech act as "the act of uttering a certain sentence in a given context for a determined purpose." For Grundy (2000: 53), a speech act is "the act or intent that a speaker accomplishes when using a language in context, the meaning of which is inferred by hearers".

In his own search for ways of coping with language as a form of action, Austin firstly, as Verschueren (1999: 22) states, highlights the distinction between constative and performative utterances. The former are utterances which describe things existing in the world, or state facts about them. They have the saying elements only and are evaluated along a dimension of truth. The latter are utterances the production of which performs an action. They cannot be true or false; rather, they are evaluated along a dimension of felicity conditions (FCs). These conditions include using the right words by the right person(s) in the right situation.

Austin comes up with an idea that in producing an utterance, a speaker performs three acts simultaneously. These are: a locutionary act which is the act of producing sounds and words with their referential meaning. An illocutionary act which is the act of doing something by saying something, thus, it is the act which results from the illocutionary act. A perlocutionary act is the act of causing a certain (effect on the hearer and others, such as convincing, persuading, etc. (Brown and Yule, 1989: 232).

In an attempt to bridge certain gaps in Austin's theory of speech act, J.R. Searle (1969: 23-4) makes several contributions to the theory. He proposes a framework of rules or conditions governing the successful production of acts that are commonly used in communication. These conditions are called felicity conditions (FCs). They include

- 1- Propositional content conditions (PCC) concern the propositional act.
- 2- Preparatory conditions (PC) are about background circumstances and knowledge about speakers and hearers that must hold prior to the performance of the act.
- 3- Sincerity conditions (SC) concern speakers' intentions, beliefs, and desires.

- 4- Essential conditions (EC) are related to the illocutionary point of an act, namely, “what the utterance counts as.”

Classifications of Speech Acts .2.1

Austin’s Classification of Speech Acts .2.1.1

:Austin (1962: 150-1) proposes a classification of speech acts into five general classes as follows

Verdictives which are typified by the giving of a verdict by a judge .arbitrator, or umpire. Examples are: acquit, grade, estimate, diagnose, etc

Commissives, which commit the speaker to a course of a future action, but also include declarations or .announcements of intention. Examples are promise, guarantee, bet, oppose

Exercitives, which are the exercising of power, right, or influence in the giving of decisions in favour .of or against a certain course of action. Examples include: appoint, advise, grant, authorize, etc

Behabitives, which have to do with attitudes and social behaviour. Some examples are: apologize, .challenge, complaint, criticize

Expositives, which clarify how utterances fit into ongoing discourse, or how they are being used. .They include: argue, affirm, ask, etc

Searle’s Classification of Speech Acts .2.1.2

Searle (1969:65) distinguishes five major classes of speech acts, each constitutes a host of other sub-acts :which can be distinguished from each other by their felicity conditions. These include

Assertives (representatives) are speech acts that have a truth-value which state what the speaker believes to be the case or not. In using an assertive, the speaker fits his/her words to the world. Examples include: .asserting, concluding, stating, etc

Expressives are speech acts that tell about the feeling of the speaker. They express the psychological state of the speaker in statements of pleasure, pain, dislike, joy or sorrow. In using an expressive, the speaker does not get the world or the words to match each other. Examples are: thanking, complaining, criticizing , etc

Declarations are speech acts which in their production, the world is altered. In order for declarations to be performed appropriately, the speaker must have a special institutional role in a specific context. These .”are the acts which Austin gave the name “performatives

Directives are attempts to get the hearer to do something. They express what the speaker wants. This class includes: command, order, request, suggest, and so forth. They can be both positive and negative. .(In using a directive, the speaker attempts to make the world fit the words (via the hearer

Commissives are speech acts which commit the speaker to some future course of action. They express the intention of the speaker. Acts such as promise, refusal, threat, and offer are of such kind. In using a commissive, the speaker undertakes to make the world fit the words

It should be mentioned that according to Austin's classification, both criticism and complaint are habitative acts, while, according to Searle's, they are expressive acts. (Searle labels Austin's habitatives as expressives)

The Speech Act of Criticism .2.2

The verb **criticize**, as mentioned by Austin (1962: 83), is an explicit performative verb. It is one of the verbs of attitudes that belong to the category of habitatives which are speech acts that include the notion of reaction to other people's behaviours and attitudes to someone else's past conduct or imminent conduct

Nguyen (2005: 7) states that criticism is an illocutionary act whose illocutionary point is to give negative evaluation on the hearer's choices, actions, words, and products for which he/she may be responsible. According to Hyland (2000: 44), criticism is defined as "the expression of dissatisfaction or negative comment on the volume." It is a negative evaluative judgment, it is often painful and difficult to give or receive

Types of Criticism .3

Monti et al (2002:180) state that there are two types of criticism: destructive and constructive

Destructive or Aggressive Criticism .3.1

This type of criticism occurs when the criticizer introduces his/her criticism to the person criticized with the intention to hurt him/her as a person. Words like **never**, **always**, etc. are used in this type. For example, a wife may say to her drunken husband

(.George, you are home late again, and I know you were out drinking. You will never change. (ibid .1

Constructive or Assertive Criticism .3.2

This type is directed at behaviour not at person. In this case, the criticizer describes his/her feelings with regard to something the criticized has done asking him/her to change it. Such type of criticism can improve relationships and productivity, for example

(.Could you tell me when you start running late, so that I know that you are O.K. (ibid .2

According to Monti et al (ibid.), speakers can use various techniques to avoid directing their criticisms at persons. These techniques include

Softening criticism by showing that the mistakes committed by the criticized are done by others even -
 ..by the criticizer himself/herself, e.g

.Yes, you have done a mistake, but you shouldn't feel bad because others have done so too .3

.In your situation I would have done the same, but .4

Avoiding the tone which expresses sarcasm, anger, hostility or condescension. This is a way of -
 (criticizing indirectly. (Pettinger, 2007: 2

Facial expressions have their own effect ,e.g., smile during criticism helps create a positive vibration. -
 (.ibid

.Disguising the criticism through implying it. This involves suggesting the correct ways of doing things -

.Avoiding criticizing a person's character through criticizing his/her behaviour only -

(.Avoiding criticism in public since criticizing someone publicly offends the criticized person. (ibid -

What has been said about destructive criticism and constructive criticism leads the researcher to
 .differentiate between direct criticism and indirect criticism

Direct Criticism .3.3

Nguyen (2005: 112) says that direct criticism is a direct expression of negative evaluation without reservation. It means that the criticizer directly points out the hearer's mistakes. Direct criticism threatens the positive face of the hearer (i.e. his/her public self image) and the openness of communication. The main purpose behind direct criticism is not to modify the sorts of defects, but the desired effect will be achieved with harsh criticism that maintains insulting and condemning. Examples :are

.You are fake .5

.You are defensive because you can't cope with the situation .6

Indirect Criticism .3.4

Indirect criticism helps communication to flow. It means implying rather than declaring the problems with the hearer's choices, actions, works, etc. Indirect criticism does not imply that it is not as forceful .and harsh as direct criticism, sometimes, it can be even more forceful than direct criticism

What I would like to see is a clean house (As said by a wife to a husband dropping trash everywhere) .7
 ((Indirect criticism with a request for change

(You must pay attention to grammar. (Indirect criticism with a demand for change .8

I suggest that you omit the second paragraph of your essay as it adds no meaning. (Indirect criticism .9
 (with a suggestion for a change

(Do you think it is a good essay? I doubt it. (Indirect criticism with an expression of uncertainty .10

Fagan and Martin (2004: 129) think that indirect criticism refers to those cases in which criticism is mitigated by means of hedging devices such as modal expressions (may, perhaps), semi-auxiliaries

(seem, appear), and approximators of quantity, frequency, degree and time (most, frequently, generally, :approximately, etc.) as in the following examples

.I think your arrangement of the sentences need adjustment .11

(You know, mate, success needs hard working. (To a lazy friend .12

I just want to ask you to pay attention to your room- your clothes are everywhere. (Criticism as a .13

(form of advice) (Mey, 1993: 157

.(Sorry to bother you, your calculation is incorrect. (Criticism preceded by expressing excuse .14

We don't sit on tables, we sit on chairs, Johnny.(Criticism presented as a generalisation or moral .15

(truism) (Trosborg, 1994: 326

(John is a machine. (Using metaphor to criticize .16

Felicity Conditions of Criticism .3.5

Nguyen (2005: 111) sets some felicity conditions for the successful performance of the speech act of

:criticism. These conditions include the following ones

Propositional content condition (PCC): The act performed or the choice made by the hearer is .1

considered inappropriate according to a set of evaluative criteria that the speaker holds or a number of values and norms that the speaker assumes to be shared between himself/herself and the hearer.

2. Preparatory Condition (PC): The speaker holds that this inappropriate action or choice might bring .unfavourable consequences to the hearer or the general public rather than to the speaker himself/herself

Sincerity Condition (SC): The speaker feels dissatisfied with the hearer's inappropriate action or .3

choice and feels an urge to make his/her opinion known verbally

Essential Condition (EC): The speaker thinks that his/her criticism will potentially lead to a change in .4

the hearer's future action or behaviour and believes that the hearer would not otherwise change or offer a

remedy for the situation without his/her criticism

It is worth noting that condition (2) makes criticism inherently distinctive from the act of complaint

.which will be discussed later, while the other three conditions are shared by the two acts

Linguistic Realizations of Criticism .3.6

Criticism can be syntactically realized by more than one sentence type. It can be realized through the

.use of declaratives, imperatives, and interrogatives

Declarative sentences are most frequently used to express the speech act of criticism. The criticizer -1

:may use one of the following structures to perform the criticism

:a- I+ criticize+ NP+ for+ NP as in

I criticize Ahmed for his bad deeds .17

:b- I+ criticize+ NP as in

I criticize people's severity .18

:c- S+ V+ Complementation as in

.Peter is a nasty man .19

:d- S+ Modal or Semi-modal+ Complementation as in

(You can be more careful. (Sperber and Wilson, 1986: 175.20

Imperative sentences are sometimes used to indicate criticism. In this case, the criticizer demands, -2 requests, or instructs the criticized to change what lacks the quality of being right

.Avoid committing the same mistakes. You have to be careful. 21

(.I want you to arrange what you put in a random way. (ibid -

Interrogative sentences are regarded as being more polite than declarative and imperative ones. This -3 means that the criticism realized through the use of interrogative sentences has less effect on the criticized

(.Does it count too much if you leave out this behaviour? (ibid .22

The Speech Act of Complaint .4

Trosborg (1994: 312) defines a complaint as an illocutionary act in which the speaker (complainer) expresses his/her disapproval, negative feelings, etc. towards the state of affairs described in the proposition and for which he/she holds the hearer (complainee) responsible, either directly or indirectly

The speech act of complaining has been listed under different categories. Austin (1962: 159), for example, classifies complaints under behabitives which refer to the notion of reaction to other people's behaviour and expressions of attitudes to someone's past conduct or imminent conduct. According to Searle (1969: 65), complaints belong to expressives. This category includes moral judgments which express the speaker's approval as well as disapproval of the behaviour mentioned in the judgment. But, in this study, the researcher will be concerned with the latter function (i.e., disapproval), in particular with the act of moral censure or blame involved in the communicative act of complaining Accordingly, Trosborg (1994: 10) relates complaining to the expressive illocutionary acts in which the speaker expresses his/her negative feelings towards the hearer who is made responsible for a prior action which was against the speaker's interests. Olshtain and Weinbach (1993: 108) assert that in the speech act of complaining, the speaker expresses displeasure or annoyance as a reaction to a past or ongoing action, the consequences of which are perceived by the speaker as affecting him/her unfavourably. Boxer (1996: 219) says that complaints can be expressed directly or indirectly. Thus, it is important to differentiate between direct and indirect complaints

Indirect Complaint .4.1

Boxer (1996: 219) says that an indirect complaint is defined as "the expression of dissatisfaction to an interlocutor about oneself or someone/something that is not present during the interaction." The following exchange between two graduate students who express their dissatisfaction with a course is an example of an indirect complaint

!a. I sat through yesterday's class with total non-comprehension. 23

!b. Oh, yesterday was the worst. 23

For Olshtain and Weinbach (1993: 195), an indirect complaint is "a non face threatening speech act in which the responsible party or subject of the complaint is not present during the interaction when the speech act is performed"

Direct Complaint .4.2

In a direct complaint, the speaker explicitly states a direct complaint holding the interlocutor responsible for such a violation. This is regarded as an unmitigated complaint addressed to the interlocutor's face as in the following example

(.You're such an inconsiderate person; you should've consulted me first. (ibid .24

Olshtain and Weinbach (ibid.) define direct complaint as "a face threatening act through which a speaker makes a complaint about someone or something that is present"

.Could you be a little quieter? I'm trying to sleep .25

.I expected different treatment from a physician like you .26

.I have been waiting here for nearly an hour. You are always late .27

The previous complaints are face-threatening. They may make the complainee angry or insulted. As a result, they can break the relationship between the complainer and the complainee

In addition to what has been said, Trosborg (1994: 315) says that in a direct complaint, a speaker expresses displeasure or annoyance as a result of a past or ongoing action that affects him/her unfavourably. The speaker who complains addresses an interlocutor directly and uses various strategies of displeasure that precede or follow a direct complaint. Thus, Trosborg (ibid.315-19) classifies these strategies into

No Explicit Reproach .1

To avoid direct confrontation with the complainee, the complainer focuses on the undesirable event and leave out the agent who is indirectly responsible for that event. This means that the complainer avoids blaming the complainee directly as in the following example
.The kitchen was clean and orderly when I left it last .28

Expression of Annoyance or Disapproval .2

In this case the complainer expresses disapproval by means of indirect or vague indications that something has been violated without holding the interlocutor (complainee) responsible. The complainer avoids direct confrontation with the complainee and makes general remarks that something has happened expressing some kind of annoyance at the violation. For example, a complaint such as "This is unacceptable behaviour" does not hold the complainee responsible and makes indirect mention of the violation. A complainer can express his/her annoyance and disapproval concerning a certain state of affairs he/she considers bad for him/her. By explicitly asserting a deplorable state of affairs in the presence of the complainee, the complainer implies that he/she holds the complainee responsible but avoids mentioning him/her as the guilty person. The utterance may also express the ill consequences (resulting from an offence for which the complainee is held implicitly responsible. (ibid. 316
.Look at these things, all over the place .29
?You know I don't like dust, I'm allergic to dust, didn't you know it .30

Accusation .3

In this case the complainer directly accuses the complainee of doing the offensive action. This is clarified in the following example

.Look what I just found in my cupboard, your dirty clothes .31

Blaming .4

The act of blame presupposes that the accused is guilty of the offence. This includes three levels with respect to the explicitness with which the complainer formulates his/her moral condemnation of the accused

Modified blame: the complainer expresses modified disapproval of an action for which the accused is -1 responsible

.You could have said so, I mean, if you had so much to do .32

Explicit condemnation of the accused's action -2

.Explicit condemnation of the accused as a person -3

From what has been said above, Olshtain and Weinbach (1993: 196) conclude that choosing to complain explicitly means that: 1. There is an explicit reference to the hearer (complainee) 2. There is an explicit reference to the unfavourable act. 3. There is an explicit reference to both the hearer and the act

Brown and Levinson (1978: 19) assume that complaints have strong potential for disturbing the state of personal relationships. In making a complaint, a speaker potentially disputes, challenges, or bluntly denies the social competence of the complainee. Yet, through mitigating devices, a complainer may avoid a direct confrontation with the complainee. These mitigating devices lessen the impact of the complaint. They include the use of downtoners like **just, simply**, perhaps, and **maybe**; the use of understates like **a little bit, a second**; hedges like **kind of, somehow**; cajoles like **you think**; appealers like **right, okay**; subjectivizers like **I think, I suppose**. Also, a generalization may be used successfully to avoid personal confrontation. It protects the complainee's face and prevents him/her from being (directly attacked by the complainer (Trosborg, 1994: 326

Felicity Conditions of Complaint .4.3

Olshtain and Weinbach (1993: 108-9) set some felicity conditions necessary for the successful performance of complaining. They are as follows

The Propositional Content Condition (PCC): The hearer performs a socially unacceptable act that .1
.is contrary to a social code of behavioural norms shared by the speaker and the hearer

The Preparatory Condition (PC): The speaker perceives the socially unacceptable act as having .2
.unfavourable consequences on himself/herself

The Sincerity Condition (SC): The speaker feels unhappy for a past act done by the hearer .3

The Essential Condition (EC): The speaker chooses to express his/her frustration and .4
disappointment verbally. This gives the speaker the legitimate right to ask for repair in order to undo the
.socially unacceptable act

In the light of the preconditions mentioned above, the functions of complaints can be listed as
:follows

To express displeasure, disapproval, annoyance, blame, censure, or reprimand as a reaction to a -
.perceived offence/ violation of social rules

To hold the hearer responsible for the offensive action and possibly suggest/request a repair. In most -
cases, the complaint carries the implication that the complainer expects the dispreferred state of affairs
described in the complainable to stop, and as such, it functions as an incentive for the complainee to
(repair these complainable. (ibid. 320

Passenger to fellow passenger smoking in a non- smoking compartment in a train: -This is a .33
(non-smoker (in this situation the speaker is complaining

To share a specific negative evaluation, obtain agreement, and establish a common bond between the -
:speaker and hearer (trouble sharing). For example

- .a. I really think his grading is unfair. He worked so hard for this exam .34
- .b. Same here. He wouldn't be satisfied even if we copied the whole book .34

Request for forbearance: the complainer can request the complainee never performs the offence in -
question again or that he/she improves his/her behaviour in a number of ways. The request may result in
:a promise of forbearance on the part of the complainee. For example

(Well, I'd really like to find out about this because I'm hoping it won't happen again. (ibid. 322 .35

Linguistic Realizations of Complaint .4.4

Most frequently, complaints can be realized by means of declarative sentences via the use of various expressions including the following bold ones

- .I'm sorry to say this but your food is inedible .36
- .I'm afraid I've got a complaint about your child. He is too noisy .37
- .Excuse me but you are standing on my foot .38
- .I want to complain about the noise you are making .39
- .I'm angry about the way you treat me .40

The complainer may use the explicit performative verb "complain" to issue his/her complaint; either "complain about something or complain that." Similarly, the noun "complaint" can be used

- .We complained to the hotel manager that the room was too dirty .41
- .I want to complain about the way you treat me. It is too bad .42
- .I have a complaint to make. Your pizza is just too salty .43

Complaints can also be realized through the use of interrogative sentences. In this case, the complaint issued is considered to be more polite

- ?Wouldn't it be a good idea to/ not to .44
- ?.....Do you think you could .45
- .Could you be a little quieter? I'm trying to sleep .46
- Can you help me with this? My shirt came back from the laundry missing buttons. (A complaint as a request for help) .47

The Similarity and the Difference between Criticism and Complaint .5

From what has been said before, one concludes that the information expressed through criticism is not usually specific. It may have blaming in it. The expression is usually harsh and judgmental. It may cause the other person to go on the defensive and become angry. Generally, criticism tends to focus on a person's character not personality

Complaint, on the other hand, can be a specific statement of anger, unhappiness or other negative feelings. For example, a wife may tell her husband that she is angry, unhappy or displeased about something he has done. In this case, the wife's complaints provide her husband specific information about her feelings and about her husband's behaviour that bothers her

Yet, Nguyen (2005: 112) assumes that both criticism and complaint threaten the face of the hearer since they acknowledge what is bad about the hearer and express the speaker's dissatisfaction. As for Sauer (2000: 200), the speech act of complaint is different from that of criticism in the sense that criticism is stronger than complaint in that the speaker's responses are much more blunt, contemptuous, and direct

Both criticism and complaint have the same felicity conditions. But, the preparatory condition makes them distinctive acts (see 1.2.5 and 1.3.3). In criticism, the unacceptable act done by the hearer has unfavourable consequences on the hearer, while in complaint, it has unfavourable consequences on the speaker himself/herself. In complaining, a speaker may express his/her

annoyance because of something that is not held by the hearer, i.e., complaining to someone who is considered as a complaine but he/she is not an agent, for example, when one suffers from certain :pain, one would say

It pains me/ that hurts. (In this case the hearer is not responsible for the past action) .48

(Al-Sulaiman and Muhammed, 2001: 4 To reveal this relation between the two speech acts, below are some examples that show how a wife is criticizing her husband (49-51) and complaining to him :((52-54

(You never helped around the house; you are so lazy. (criticism .49

(You're so messy. You always leave stuff everywhere! (criticism .50

(You never take me anywhere fun! We spend all weekend cooped up and bored. (criticism .51

I'm angry that you didn't take the trash out earlier this morning even though I asked you to get it .52

(out there before the trash pickup. (complaint

We made plans to meet for lunch today. When you didn't show up, it made me feel like you .53

(didn't care about me. (complaint

It upset me when I came home and the laundry was still in the washer. You had promised me that .54

(you would put it in the dryer before you left for work. (complaint

Criticism and Complaint in Arthur Miller's Death of a Salesman .6

The Major Theme of the Play .6.1

The falsity of the American Dream is the dominant theme of Miller's play. Willy Loman represents the primary target of this dream. Like most middle-class working men, he struggles to provide financial security for his family and dreams about making himself a huge financial success. After years of working as a travelling salesman, Willy Loman has only one old car, an empty house, .and a defeated spirit

The tragedy of the dysfunctional family, which helps to keep the American Dream alive, is a second important theme of Miller's play. Linda and Happy, especially, work very hard to keep the fantasy of the dream of success alive. In the dysfunctional Loman family, the wife is restricted to the role of housekeeping and bolstering her husband's sense of self-importance and purpose. Willy lives in a myth; his illusions do not fit his reality. Finally, the only solution to provide for his family is to .kill himself so that they can collect on his life insurance

Analysis .6.2

Here, the researcher's adopted models of the felicity conditions for the speech acts of criticism and complaint are going to be applied to different selected examples derived from the forementioned play .by Arthur Miller

Analysis of the Speech Act of Criticism .6.2.1

Text (1) act 1, p. 22

.Biff: I bet you forgot how bashful you used to be. Especially with girls

.Happy: Oh, I still am, Biff

Biff: Oh, go on

Happy: I just control it, that's all. I think I got less bashful and *you got more so. What happened. Biff?*

?Where is the old humour, the old confidence

Interpretation

Happy tries to remind Biff of the previous days when he was self-confident and was not bashful. He

.tries to criticize him trying to urge him change his behaviour

PCC: Being bashful and losing confidence and humour are considered as being something .1

.inappropriate to Happy, thus, he criticizes his brother, Biff, for being so

PC: Happy holds that Biff's inappropriate character brings unfavourable consequences to Biff .2

.himself

SC: Happy feels dissatisfied with Biff's inappropriate character and feels that he should criticize .3

.him to urge him change his features

EC: Happy thinks that criticizing Biff by reminding him how he used to be in the past will lead to a .4

.change in Biff's present character

Text (2) act1, p. 42-3

.Happy: The trouble with you in business was *you never tried to please people*

.Biff: I know

.Willy: *You never grew up. Bernard does not whistle in the elevator* I assure you

Interpretation

The previous lines contain two criticisms. Firstly, Happy criticizes his eldest brother, Biff, for being unable to please people in work what makes him fail in his job. Secondly, Willy criticizes his son, Biff,

for the same reason assuming that a good worker does not whistle in the elevator during work because

doing such a thing lessens people's respect to him. Willy keeps comparing Biff with Bernard, Biff's

.friend

PCC: The act performed by Biff, i.e., failing to please people and whistling in the elevator during .1

work is considered inappropriate according to a set of evaluative criteria shared among people in the

.society

PC: Willy and Happy think that Biff's inappropriate behaviour will bring unfavourable .2

.consequences to him, that is, he will be fired

SC: Willy and Happy feel dissatisfied with Biff's behaviour and feel an urge to make their opinion .3

.be known verbally through criticizing him to improve his behaviour

EC: Willy and Happy think that criticizing Biff will lead to a change in his future behaviour and .4

.feel that Biff would not otherwise change or remedy his bad behaviour without their criticism

Text (3) act 2, p. 84

.Biff: Dad, I'll make good. I'll make good. Sit down

.Willy: No, *you're no good. You are no good for anything*

?Biff: I am, Dad. I'll find something else, you understand

Interpretation

Biff fails to live up to Willy's expectations. He fails to find a job that gains a lot of money what makes his father criticize him all the time

PCC: Biff's failure to find a job is considered to be something inappropriate and unacceptable to Willy .1

PC: Willy considers Biff's failure to find a job that gains a lot of money as being something that brings unfavourable consequences to Biff in particular .2

SC: Willy feels dissatisfied with Biff's failure, thus, he criticizes him through saying that Biff is no good for anything .3

EC: Willy thinks that criticizing Biff will lead to a change in his future actions (he will try to find a job) .4

Analysis of the Speech Act of Complaint .6.2.2

Text (4) act 2, p.88

The woman: *You ruined me*, Willy. No waiting at my desk any more, Willy. *You ruined me. You are self-centred! Why so sad? You are the saddest self-centred soul I ever did see-saw*

Interpretation

The woman (Willy's Mistress) complains that Willy has ruined her because he does not treat her as she wants. She complains that he is always sad, thus, she asks him to leave her and never waits at her desk

PCC: Being unable to satisfy her and fulfil her wants is considered to be something unacceptable to her (i.e., the woman) .1

PC: The woman (Willy's Mistress) perceives Willy's ignorance of her as having unfavourable consequences on her .2

SC: The woman feels unhappy because of Willy's ignorance of her. Thus, she complains that he ruined her since he is always sad and he does not pay her any attention and all his doings are against her interests .3

EC: The woman chooses to express her frustration and disappointment verbally through telling Willy that he ruined her. By saying so, she tries to make Willy treat her well .4

Text (5). act 2, p.59

Willy: *Howard, and now I can't pay my insurance! You can't eat the orange and throw the peel away. A man is not a piece of fruit*

:Interpretation

Willy goes to Howard, his boss, to tell him that he can not work as a travelling salesman anymore. He asks Howard to let him work in New York. Howard apologizes telling Willy that he has no spot for

him in New York. Willy complains that he can not pay his insurance and they should not treat him in this way after thirty four years of work for them because he is not a peel of an orange which is thrown .after eating the orange

PCC: Refusing to let Willy work in New York and deciding to let him down after thirty four years .1
.of work is considered as being something unacceptable

PC: Willy perceives Howard's refusal to let him work in New York as having unfavourable .2
.consequences on him since he can not work as a travelling salesman anymore

SC: Willy feels unhappy because of Howard's refusal to fulfil his request .3

EC: Willy expresses his frustration and disappointment through telling Howard "you can't eat the .4
".orange and throw the peel away

Text (6) act 1, p.22

Willy: *Linda, people don't seem to take to me. I know it when I walk in. they seem to laugh at me.
.They just pass me by. I'm not noticed*

:Interpretation

Willy complains to his wife, Linda, that people do not like him. He complains that people laugh at him and they do not pay him any attention. Willy expresses his dissatisfaction to Linda about the people .who are not present during the interaction

PCC: By laughing at Willy and passing him by, people perform a socially unacceptable act which is .1
.contrary to a social code of behavioural norms known in the society

PC: Willy perceives people's ignorance of him as having unfavourable consequences on him .2

SC: Willy feels unhappy because of people's ignorance of him .3

EC: Willy expresses his frustration and disappointment to Linda concerning people's actions against .4
.him

Conclusions .7

:From what has been said about criticism and complaint, a number of conclusions are drawn

Criticism and complaint are expressive speech acts that express the speaker's negative feelings .1
towards the hearer who is made responsible for an action that is considered against the speaker's
.interests

.Both speech acts are face threatening acts because they acknowledge what is bad about the hearer .2
In criticizing, the unfavourable act done by the hearer has unfavourable consequences on the hearer .3

himself/herself, whereas in complaining, it has unfavourable consequences on the speaker
.himself/herself

Both speech acts are used in the analyzed play. The researcher has chosen six selected examples .4
representing the speech acts of criticism and complaint and analyzed them according to the felicity
.conditions of these two acts

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